



Special Educational Needs and Disability (SEND) Policy

Members of the Inclusion Team

Special Educational Needs Coordinator – All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator (SENCo), who is responsible for the day-to-day operation of the school's SEND policy. They will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

- **SENCo** - Jo Linsley (Deputy Head Teacher), jo.linsley@allertonceprimary.com
- **Lead for Speech, Language and Communication Needs** – Elaine Standing (SEND Admin), elaine.standing@allertonceprimary.com
- **Learning Mentor** – Eileen Taylor, eileen.taylor@allertonceprimary.com
- **Behaviour Mentor** – Sarah Cattrall, sarah.cattrall@allertonceprimary.com
- **SEND Governor** – John Sherbourne

Aims of the policy

At Allerton Church Of England Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our pupils, whatever their needs or abilities.

Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. We aim to raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and not just hours of provision/support.

Allerton Church Of England Primary School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, social, emotional and mental health difficulties, physical difficulties, sensory impairments, speech, language & communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities. We do not have a special unit for any type of special educational need or disability.

All the teachers in our school are teachers of children with special educational needs, even where pupils access support from teaching assistants or specialist staff. As such, we adopt a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

This policy reflects the SEND Code of Practice (2014) and the 0-25 guidance.

What are Special Educational Needs?

If a child has more difficulties than most children their age with aspects of their learning, communication or behaviour, they are likely to benefit from additional support in school which will enable them to access the curriculum at their level.

Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives.

Within school, this means that they will be identified on the school's special educational needs register so that provision to meet their needs can be planned for.

Sometimes parents/carers can be concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as an Educational Psychologist, Child & Family Support Worker or Speech & Language Therapist.

As children progress, they may be taken off of the register at a future point when their needs no longer require additional support.

Children are not regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

What is a disability?

A person has a disability if he or she has a physical or cognitive impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

The Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation but children with a disability may have special educational needs if they have difficulty in accessing education and if they need any special educational provision to be made for them, that is anything additional to or different from what is normally available in school.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To focus on the views of children and on their role in decision-making (where appropriate)
- To include and support parents and carers of these named children, in decision making
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) and Inclusion Team
- To provide support and advice for all staff working with special educational needs pupils
- To ensure external agencies are involved where and when appropriate, including close co-operation between education, health services and social care
- To support the Local Authority Core Offer for SEND and publish the Local offer on behalf of the school.

Identifying Special Educational Needs and Disability

There are four broad areas in the SEND Code of Practice which give an overview of the range of needs which may be planned for within our school.

- Communication and Interaction
- Cognition and Learning
- Social, mental emotional health
- Sensory and/or physical disability

The purpose of our identification of additional needs is to work out what action we, as a school need to take, not to fit a child into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Factors which are NOT SEN but may impact on progress and attainment include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant/ Free School Meals
- Being a Child Looked After by the Local Authority

A Graduated Approach to SEND Support

- Pupils are identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are entitled to a balanced and broadly based curriculum including the Early Years Foundation Stage and National Curriculum in line with the school's policy of inclusion. Where pupils have special educational needs and/or disabilities, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support. High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- It is desirable to work with children with SEND in the classroom and to enable them to access the full curriculum at their level through differentiation and by supporting their learning alongside the class teacher and with the rest of the class. Sometimes children benefit from a period of time of individual attention/small group attention, external to the classroom, to address specific skills to enable them to access the curriculum more fully. Children are then withdrawn into a specialist group teaching room and given 1:1 or small group support in a quiet atmosphere, without distractions from others around them. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- Regular and careful reviews the quality of teaching and progress for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The teaching staff and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality, moderated and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, more specialised assessments from external agencies and professionals will be sought. The SENCo, or another member of the SEN Team, will contact parents to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made.
- Parents and carers are notified of lack of progress or concerns in other areas as soon as possible. We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented. They are aware of programmes being followed and how they can support their child. Their permission is sought for movement between stages.

A child's special educational needs and/or disabilities will be met at one of the following stages:

Initial Concern/Monitoring

An informal stage where class teachers identify a concern about a pupil's progress, gather available information about the pupil, discuss strategies for providing appropriate learning tasks for the pupil with the SENCo and seek to discuss concerns with the pupil's parents/carers.

SEN Support

With the publication of the DfE's new Code of Practice in July 2014, the category of SEN Support replaces the categories formally known as School Action and School Action Plus. There is a graduated approach to the support provided within this stage, the triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties or behaviour difficulties which are not ameliorated by the emotional literacy or behaviour management techniques usually employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Reviews are carried out on a termly basis.

If, despite significant support and intervention at the early stages of support, the school has evidence that a pupil is making insufficient progress, or if the SEN team believe the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals.

The triggers could be that, despite having received an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty developing literacy and numeracy skills
- has emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Provision is still mainly classroom based, with additional advice/input from the SENCo and support from members of the school's SEN Team, where the school will:

- seek the involvement of external agencies to provide a course of support which is carried out in school in a small group situation or a 1:1 basis.
- continue to work closely with parents.
- continue to keep the pupil's progress under regular review.

If a child is still experiencing significant difficulties after recommendations from outside agencies have been put in place, actioned and reviewed after a length of time, the SENCo and other professionals may consult with parents and agree that the school will put forward a request for the consideration of the initiation of statutory assessment for an Education, Health and Care Plan, if everything that has been tried so far does not seem to be making sufficient difference to the child's situation and development.

The criteria for applying for statutory assessment are set by the Local Authority. The school's Educational Psychologist must have assessed a child and be in agreement with any application for statutory assessment.

April 2017

This Policy has been drawn up and written by the SENCo. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Jo Linsley

Date: Annually